

UNIVERSITY OF CALIFORNIA
SUBJECT MATTER PREPARATION PROGRAM POLICY STUDY
For
California's Title II Teacher Quality Enhancement Grant

As part of the Title II Teacher Quality Enhancement State Grant, California proposed a series of policy studies related to the “quality and adequacy” of the subject matter preparation of teacher candidates. The overarching question guiding the proposed studies was,

To what extent should the Commission change the subject matter program standards and examinations in each subject area, and for each type of teaching credential, to ensure that future teachers are well-prepared to help every student achieve the state's K-12 Content and Performance Standards?

PROPOSED REVIEW PROCESS

In order to meet this particular goal of the Title II Grant, the University of California proposes a comprehensive review of its subject matter preparation (SMP) programs. This review, concurrent with the California State University review of its programs, is intended to inform statewide policies related to subject matter preparation as well as internal program development to ensure alignment with the state's K-12 Content Standards.

This review will require significant involvement of faculty in both teacher education programs as well as the academic disciplines. UC is committed to engaging faculty on all eight undergraduate campuses in a focused review of existing SMP programs to assess the degree of and ensure alignment with the K-12 Content Standards. UC also views this initiative as an opportunity to identify and/or create models of SMP programs that are grounded in discipline research and pedagogical theories. Building on the Education Minor, blended programs, current research, and strong undergraduate instruction, UC can make a significant contribution to addressing the critical issue of subject matter preparation for future teachers.

UC proposes a two-pronged approach to reviewing and aligning the existing SMP programs and building quality programs that provide high-quality preparation in the content areas for potential K-12 teachers. The UC Office of the President (UCOP) will take the administrative lead in support of this alignment process. One facet will involve a systematic review of all SMP programs at each campus. The second will be a comprehensive systemwide examination of teaching in the content areas to identify the essential characteristics that constitute a high-quality, standards-based SMP program.

To address the first level, each campus will receive a grant to engage Teacher Education and discipline faculty in reviewing the quality, relevance, and alignment of existing SMP programs with K-12 Standards. Because the eight UC campuses offer different programs the actual review process may vary depending on the individual campus context. However, the expectation is that each campus will systematically review all courses that are part of the approved SMP programs and the K-12 Content Standards. The process will include a review of course syllabi, development of an inventory that delineates where courses are and are not aligned, revision of courses that are out of alignment, and, in some cases, development of new standards-based courses/SMP programs that conform to the new 2042 guidelines.

The proposed policy study will cover all twenty-five of UC's SMP programs. There are a significant number of courses¹ that are part of the approved programs, many with large enrollments. As such, this review will be particularly labor intensive and will require a significant investment of faculty and staff time to ensure a thorough and quality review of the courses and their alignment with Standards. Campuses will sponsor forums and workshops for faculty on credential requirements, content standards, assessment, etc., to inform the reviews. Title II funding will be used to pay for release time/course buy out and incentives for faculty to coordinate these forums, to consult with other faculty on revising existing courses, to share best practices related to integrating K-12 standards, and to develop new courses/programs aligned with the Standards. K-12 teachers will also be invited to participate in the workshops/forums (and compensated) to share their knowledge and expertise. Discussions about Program alignment may also include faculty from those local community colleges where collaborations already exist.

The Dean/Chair of Education will have primary responsibility for the policy study. Campuses will establish advisory committees to assess each SMP program. In addition, a campus level steering committee will be convened to review the findings from each advisory committee to ensure that programs are aligned with K-12 Standards and meet Academic Senate standards. The Dean/Chair, or designee, will chair the campus steering committee. In the long term, the steering committee will provide ongoing monitoring and oversight of SMP courses/programs. The overall review process will provide campuses with an opportunity to connect research related to teaching in the content areas and the development of teacher leadership. An ancillary consequence will likely be a discussion about enhancing undergraduate instruction.

¹ Because the courses are open to all students, not only credential intending students, the precise number of potential credential students enrolled in a given course during a given term is difficult to assess until they actually enroll in a credential program (which may or may not be at the same campus where the SMP program was completed).

Year one will focus predominately on a review of existing SMP programs, with a particular focus on the multiple subjects programs. All but two of the UC undergraduate campuses currently have CTC-approved multiple subjects SMP programs. The two who do not (UCB and UCI) will either explore the development of a program or begin review of one or more of their single subject programs. Year two will focus on single subject SMP programs with an initial emphasis on mathematics. All but one campus (UCI) currently has a CTC-approved SMP program in mathematics. Year two will provide some flexibility whereby campuses with strengths in a particular subject matter area may take the lead on behalf of the system and/or subject matter areas identified as a priority by CTC.

In addition to the work at the campus level, UCOP will sponsor one two-day systemwide Symposium in each year of this two-year review process for campuses to begin identifying the essential characteristics of high quality SMP programs and a process for building programs across disciplines and teacher education programs. These two critical pieces will allow UC to build research-based SMP program models. These models will hopefully speed the approval process and allow more campuses in all segments (i.e., UC, CSU, and independents) to develop high quality SMP programs. By the conclusion of the second year, UC will provide documentation of the review and delineate the necessary realignment to meet the new standards as well as the models identified through this process.

As part of the systemwide support, UCOP will establish and staff an Advisory Committee/Working Group to help guide, support, and plan the review and documentation process. The Committee will be composed of teacher education and discipline faculty with representation from each of the eight undergraduate campuses, K-12 teachers, community college faculty, as well as UCOP administrators.

OUTCOMES

UC expects the following specific outcomes from this review process:

- Inventory of where existing courses are and are not aligned with K-12 Standards;
- Revisions of all courses that are out of alignment;
- Development and/or alignment of new courses to include in new SMP programs; and
- Identification and documentation of exemplary SMP models.

Throughout this two-year review process UC will report to the Title II Steering Committee on the progress. In addition, appropriate CSU, CTC, Governor's Secretary of Education Office, K-12 and Independent Colleges and Universities representatives will be invited to participate in the Systemwide Symposia.

BUDGET

Year 1:

Campus Support @ \$50,000² per campus = \$400,000

Faculty incentives (\$500 – \$1500)

Course buyout (\$6,000 - \$9,300)

Summer salary (\$8,000 - \$9,000)

K-12 faculty incentives & substitutes (\$500 - \$1500; subs ~ \$90/day)

Writer/editor (\$10,000)

Systemwide Support = \$10,000

Systemwide Symposium - 100 participants for two days (\$8,000)

Advisory/Working Group - meetings & travel (\$2,000)

Total 2001-02 Request = \$410,000³

Year 2:

Campus Support @ \$50,000 per campus = \$400,000

(same as year 1)

Systemwide Symposium = \$10,000

(same as year 1)

Documentation = \$5,000

Production of a report on the review process and exemplary SMP program models

Total 2002-03 Request = \$415,000⁴

TOTAL TWO YEAR REQUEST = \$825,000

The assumption here is that each campus has some flexibility to structure the review process in ways that make the most sense for the local context. However, the Systemwide Advisory Committee/Working Group will provide the leadership to ensure a consistent and rigorous process as well as cull out the characteristics essential to a high-quality SMP model program. In addition, during year two, if there are budget constraints to reviewing all single subject programs, campuses may choose to take the lead in one content area using the Systemwide

² Figures for specific activities are a range per participant depending on the campus and classification of the participant (e.g., assistant professor, full professor, etc.). Faculty from all disciplines will be involved in multiple subjects review.

³ The majority of year one funding will be utilized to review existing SMP programs.

⁴ UC will either seek outside funding (in collaboration with CTC) or request unexpended Title II funds (if available) to support activities in year two.

Symposium to share findings. This will allow us to maximize the Title II funds as well as build on the strengths of each campus.

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